

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):    ☐ Charter    ☐ Title 1    ☒ Magnet    ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Brenda Hartzog

Official School Name: Phillips Preparatory Middle School

School Mailing Address:    3255 Old Shell Road  
   Mobile, AL 36607-2504

County: Mobile                      State School Code Number: 049-0590

Telephone: (251) 221-2286    E-mail: bhartzog@mcpss.com

Fax: (251) 221-2285              Web URL: http://www.phillipsprep.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

Name of Superintendent\*: Dr. Roy Nichols    Superintendent e-mail: rdnichols@mpcss.com

District Name: Mobile County School System    District Phone: (251) 221-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)                      Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Ken Megginson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)                      Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 57 Elementary schools  
(per district designation) 19 Middle/Junior high schools  
14 High schools  
6 K-12 schools  
96 Total schools in district
2. District per-pupil expenditure: 8748

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	160	205	365
K	0	0	0		7	99	141	240
1	0	0	0		8	92	143	235
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								840

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
3 % Asian  
45 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
50 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	64
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1, 2009	824
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 0  
 Number of languages represented, not including English: 6  
 Specify languages:

Spanish, Swahili, Vietnamese, Chinese, Korean, and French

9. Percent of students eligible for free/reduced-priced meals: 42%  
 Total number of students who qualify: 348

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%  
 Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>15</u>	<u>0</u>
Total number	<u>61</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	95%	96%	97%	98%	96%
Teacher turnover rate	2%	2%	2%	2%	2%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

\_\_\_\_\_

Enrolled in a 4-year college or university

\_\_\_\_\_ %

Enrolled in a community college

\_\_\_\_\_ %

Enrolled in vocational training

\_\_\_\_\_ %

Found employment

\_\_\_\_\_ %

Military service

\_\_\_\_\_ %

Other

\_\_\_\_\_ %

**Total**

\_\_\_\_\_ **0%**

## PART III - SUMMARY

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Phillips Preparatory Middle School opened as Mobile County's first magnet public middle school in 1989 serving grades 6-8. It was established on the site of Sidney Phillips Junior High School, which opened in 1953. The magnet program was instituted by the Mobile County Public School System to address racial and socioeconomic inequities in the county's educational system. The purpose of the Phillips' magnet program was established by order of the federal courts as part of the settlement for the resolution of a thirty-year-old desegregation lawsuit. Requirements for Phillips have been established for a student body from all areas of Mobile County that is approximately fifty percent black and fifty percent non-black.

Although the court order has expired, the selection criteria and application process remain the same. In order to be considered for selection, a student must pass the previous grade and complete an online application. Students do not have to have a certain grade point average or take an entrance exam to apply. The selection process is strictly by lottery and provides all students an equal opportunity to be selected. We continue to select fifty percent minority and fifty percent non minority to maintain the fifty percent racial balance.

The major accomplishment of Phillips has been to prove to this community that an accelerated curriculum within the framework of a strict, traditional college preparatory setting will benefit all students, not just the intellectually gifted or socio-economically advantaged. In the twenty-one years since its inception, Phillips has grown to over 800 students each year who have consistently shown that our program is successful for all students.

Phillips' vision is to prepare our students for high school, college, and beyond. Our school does an awesome job preparing our students because many of our students return later and thank us for making their educational journey easy for them. They always give Phillips credit for preparing them for their academic success.

The mission of Phillips Preparatory Middle School of Choice is to produce self-directed, goal-oriented, technologically literate, well-adjusted individuals, both physically and mentally, who have a positive direction in life. We are able to accomplish our mission by offering an advanced, structured academic program. Phillips is a school without tracking where every student is expected to achieve. Students are expected to achieve at or above grade level. The quiet and orderly learning environment, along with dedicated teachers and students, enhances the learning process. Academically, we continue to strive for the best and perform very well. Phillips' students score exceptionally well and lead the county on all local, state, and national assessments. The ACT/Explore results indicate that ninety-three percent of the eighth graders outperformed students of their age on the national level. The results also indicate that the majority of our students are on track to be college ready when they graduate from high school.

Students participate in a program that emphasizes citizenship and patriotism. This occurs in a safe, orderly environment where uniform dress is required for all students. Energetic, dedicated teachers educate students in clean, attractive surroundings that include science and computer laboratories.

Phillips is not a Title I school and therefore, we do not qualify to receive federal funds and our state does not provide state allocation funds (classroom, technology, library, professional development) to support our program so we rely on our "partners in education" to assist us. We have legislators who have provided funds for our school to purchase computers, laptops, and other technology equipment to assist our students becoming "technologically-literate." We currently have over twenty "partners in education" who have donated over \$150,000 in support of our school during the last three years.

Not only do our students excel academically, but also in community service. Our students believe in giving back to the community in various ways. Our eighth grade students have donated over \$20,000 to the Child Advocacy Center in memory of the children who died during the Holocaust. Our students and faculty have donated over \$140,000 to St. Jude. Our students and faculty have supported many charities in the past including Penelope House Shelter for Women, Salvation Army, American Cancer Society and American Diabetes Foundation.

Our school has received various awards as a magnet school. Our students have received numerous state and national awards in Spanish and French. Our math team and scholars bowl teams are always local winners and do well at the state level. We received a “Blue Ribbon” in 1996 and the Council for Leaders in Alabama Schools Banner Award in 2004 which recognized us as the best middle school in the state. The Mobile Press Register sponsors the “Readers' Choice Awards” each year and the Mobile community has voted Phillips as the number one middle school several times.

We believe because of our school’s commitment to excellence, we deserve to be recognized as a National Blue Ribbon School.



### 1. Assessment Results:

Phillips has always done extremely well on all state assessments. The Alabama State Department of Education requires all districts to administer the Alabama Reading and Mathematics Test (ARMT) and the Stanford Achievement Test (SAT-10) to determine whether or not a school has made Adequate Yearly Progress (AYP). AYP, as defined under the No Child Left Behind Act, is the determining factor for schools meeting their goals in reading and math. Phillips has always made AYP in both areas since the implementation of the No Child Left Behind Act.

The following levels are used to determine proficiency on the ARMT: Level I-Student does not meet academic standards; Level II-Student partially meets academic standards; Level III-Student meets academic standards; Level IV-Student exceeds academic standards.

Based on 2009-10 ARMT results, ninety-six percent of our sixth grade students met or exceeded proficiency in math. One hundred percent of the students met or exceeded proficiency in reading. Since 2005, we have had ninety-nine or one hundred percent of students proficient in reading. We have had a decline in the number of students proficient among the socioeconomically disadvantaged subgroup. In 2005-06, one hundred percent of those students met proficiency, but in 2009-10 only ninety-three percent met proficiency. We attribute this decline to having more students qualify for free/reduced meals than in the past. There is not a large discrepancy among the subgroups which means our teachers and students do a very good job with teaching and learning.

The seventh and eighth grade ARMT results indicate that ninety-nine to one hundred percent of our students have consistently shown proficiency in reading and math during the last five years.

The Stanford Achievement Tests (SAT-10) results indicate consistency in all grade levels in reading and math with an average percentile of eighty and above. In sixth grade, there is a discrepancy in reading and math between our black and white subgroups. We have implemented various intervention programs to support the students and to decrease the gaps among the subgroups.

The Alabama Science Assessment (ASA) is another state assessment administered to our seventh grade students. The proficiency levels are the same as the ARMT. Since the implementation of the ASA, one hundred percent of our students have met or exceeded proficiency. This is an indication that our teachers do a very good job teaching our advanced curriculum because the results indicate that our students are well prepared for this state assessment.

The Alabama Direct Assessment of Writing (ADAW) has been a required assessment for about nine years and our seventh graders have consistently done well. The proficiency levels are the same as the ARMT and the results indicate an average of ninety-five percent of our students met or exceeded proficiency in writing. These results indicate that our school-wide focus of writing across the curriculum was essential in preparing our students for the writing assessment.

The assessment data described above confirms that our advanced program works and our students excel not only on all state assessments, but in the classroom as well. This data also supports the high expectations we have of our students and of ourselves in ensuring all students have the same opportunities to excel in a college preparatory program.

Information regarding the state's assessment program is available on the Alabama State Department of Education website: [www.alsde.edu](http://www.alsde.edu).

## **2. Using Assessment Results:**

Analyzing data is at the core of our school wide academic focus. At the beginning of each school year, time is devoted to analyzing data and revising our school improvement plan which is known as our “School Action for Excellence” (SAE) plan to promote academic achievement for all students.

As a faculty, we spend time disaggregating all state assessment data during one of our district’s professional development days when teachers return for the new school year. After disaggregating the data, discussion is held regarding our school-wide focus and a “plan of action” is established for the year. The school-wide focus includes all disciplines sharing the responsibility of implementing the plan and promoting student achievement.

The language arts and math departments spend additional time disaggregating their data during their department meetings. Time is spent aligning the curriculum to address specific concerns within their content area as indicated on the Stanford Achievement Test (SAT-10).

During the school year, departments are able to meet weekly in their professional learning communities (PLC) to review common assessments, to plan and to share instructional strategies. The weekly meetings allow teachers to monitor the students’ academic achievement and implement intervention support before it is too late for the students. Students who need intervention support are identified and receive assistance during the school day during “Academic Coaching Time” (A.C.T.) or “Math Coaching Time” (M.C.T.). Students are able to get this assistance before school and during an elective class. Before and after school support is also available in reading and math, so students have several options for getting additional assistance in those subject areas.

Once a month, interdisciplinary team meetings are held among the grade levels to provide opportunities for teachers to analyze student data across all disciplines. Teachers are able to share common concerns about students and put a plan in place to address the concerns. Teachers are also able to share successful strategies they have used in their classrooms to promote academic achievement.

## **3. Communicating Assessment Results:**

Because our students excel in all state assessments, we make a conscious effort to let our stakeholders and community know that our students’ commitment to working hard during the school year prepares them to do well in all areas.

School-wide state assessment data is shared with the parents at the beginning of the year during our Open House. Parents receive all state assessment data for their children at the beginning of the year with an explanation of the data. Parents are given the option to attend a scheduled parent teacher conference if further explanation of the data is needed. Various data is shared throughout the year in our monthly parent newsletter and on our website. Our newsletter is shared with parents, district leaders, and community leaders so all stakeholders know our school is one of the best in county based on our test scores. Success stories are sent to our local newspaper to inform our community of our students’ success.

Scheduled parent-teacher conferences are held throughout the year to communicate assessment results and academic achievement in various content areas. The teachers spend an enormous amount of time discussing concerns with students and parents. Teachers have high expectations for the students, and when the students are not performing as they should, then conferences are held to address the concerns.

Our counselors and administrators also spend a great deal of time conferencing with parents and students regarding academic progress. Our students must have a seventy-percent average at the end of the school year, ten points above the county requirements, so it is vital that students’ academic progress is monitored so students are able to pass to the next level based on our standards.

The school district has a web-based program that allows parents to check students' academic progress regularly using an assigned PIN to access student data. Our school sends progress reports home every three weeks to accommodate parents who do not have computer access. We send report cards home every nine weeks (quarterly) to report students' academic progress.

Our school realizes the importance of communicating our assessment results; therefore, every effort is made to share those results with all stakeholders.

#### **4. Sharing Lessons Learned:**

In our district, Phillips is known for sharing successful strategies with our community and other schools in our district. Teachers from other schools visit our classrooms and spend time collaborating with our teachers on a regular basis. Students from various universities spend countless hours observing our teachers in all content areas. We receive student teachers from University of South Alabama, University of Mobile, and Springhill College throughout the school year and the student teachers love coming to our school.

We were selected as a "Cool School" by Channel 15, a local news station, and we were the highlight of a "live" one hour news broadcast. The news reporter also reported many of the great things going on at our school. This broadcast gave us an opportunity to share with the surrounding areas many of our accomplishments.

Our teachers have many opportunities to share successful strategies with teachers throughout the district because many of them serve on curriculum writing teams. We have teachers who create "model" lessons in their content area for the entire district. This supports the confidence our curriculum supervisors have in our teachers. Our teachers have various opportunities during weekly department meetings and monthly faculty meetings to share successful strategies with their colleagues as well.

Our teachers and administrators have had opportunities to present at local, state and national conferences. We have shared successful strategies at the National Middle School conference, Southern Regional Education Board (SREB) Making Middle Grades Work conference, Smart Board Technology conference, and various others.

Our goal at Phillips is to continue sharing successful strategies so that other schools can be just as successful as our school in promoting academic achievement.

### 1. Curriculum:

Phillips Preparatory School offers a rigorous and highly structured academic program that emphasizes concepts and skills fundamental to success in languages arts, foreign languages, mathematics, science and social studies. The college preparatory program stresses the upgrading of those skills in mathematics and language arts essential to success in high school and college. Although all students take the same core courses in each grade level, they are expected to achieve at or above grade level.

The teachers at Phillips use the Alabama Courses of Study as the baseline for teaching standards. They also use our district's pacing guide as a roadmap for teaching all quarterly standards as required by the curriculum department to ensure our students are prepared for all local and state assessments.

The implementation of College Boards' pre-advanced placement courses supports our efforts in preparing all students for high school and beyond. The required courses offered at Phillips are: reading, advanced language arts, honors language arts, advanced social studies, advanced science, advanced math, pre-algebra, honors Algebra I, physical education, Chinese, German, Spanish, and French.

At Phillips, we believe in the importance of extension and enrichment of core courses, and we provide these opportunities for students, particularly through elective classes such as visual arts, speech, journalism, project citizen, video production, band, chorus, and drama. The latter two are known as "Language Arts through Word and Song."

"Language Arts through Word and Song" allows students to participate in activities such as readers' theatre, improvisation, pantomime, mask making, script writing, scene development, characterizations, and musical theatre.

In addition to the many enrichment activities that occur during class time, the PPS tradition has been that each year several school programs and big winter and spring shows are devoted to the performing arts. This year's spring chorus show will highlight songs from classic and current Broadway shows. This show will include singing, dancing, costumes, props, lights, and a little history about Broadway's musical theater. Amidst preparation for performances, students are also learning a variety of music literature, rhythmic and melodic reading skills, notation and terminology.

The physical education department at Phillips has a goal to develop physically educated individuals who have the knowledge, skills and the confidence to enjoy a lifetime of healthful physical activities. Teachers teach activities that focus on the student's strength, fitness and cardiovascular endurance as a way to promote a healthy, active lifestyle. Health is also emphasized throughout the year with lessons about nutrition. Teachers stress the importance of avoiding negative habits such as smoking, drinking and drugs as part of their curriculum as well.

Our foreign language department does an outstanding job preparing our students for their required high school language course. Sixth grade students begin their language exploration by studying a different language each quarter. The goal of this program is to give the sixth grade students a foundation for foreign language learning and to help them decide which language they would like to study further. Seventh grade students are enrolled in the language of their choice at the Pre-AP level. Eighth grade students continue their study of the language and earn a Level 1 Pre-AP high school credit upon successfully completing the course. In each foreign language class, reading, writing, listening, speaking, and culture are taught in an immersion-style approach, with the target language serving as the language of instruction. Guest speakers, field trips, computer assisted learning, and community outreach are among the many activities that are used to enhance the students' language learning experience at each level of

instruction. On alternating years, students are invited to participate in a ten-day tour of Europe in order to strengthen their knowledge of the language and culture.

The learning experiences at our school include: 1) Providing an environment for learning that stresses self-discipline, order, respect for authority, and motivation to achieve; 2) developing intellectual curiosity, problem solving, and reasoning skills with all students to promote academic achievement and 3) challenging the students to be creative, self-confident, independent in action, constructively critical in thought, and effective in communication.

“A rising tide lifts all boats” is an axiom that teachers and students live each day. Even though all students do not enter Phillips with upper-level stanines on standardized tests, the Phillips faculty and administration believe that the skills taught in advanced classes afford all students the best opportunity to achieve success - to a greater degree than even they themselves may believe possible. The expectation that all students can experience success in rigorous coursework drives curriculum content and instructional planning in all disciplines.

## **2. Reading/English:**

All students in grades six through eight take part in a rigorous, accelerated language arts program. Students develop and expand critical thinking and reading skills, as well as written and oral communication skills, through the study of a wide variety of reading materials (including required novels) that are challenging, yet grade-level appropriate. In addition, students sharpen research and technology skills.

Sixth grade language arts is an advanced course, while seventh and eighth grade classes are honors/Pre-AP courses in the belief that a challenging curriculum stretches and empowers students of all learning levels. All language arts classes are considered college preparatory classes, in a vertically-aligned program constructed to provide a systematic approach to teaching analytical thinking and writing skills that will provide a lasting benefit for all students at each grade level, regardless of whether they choose to take the AP course in high school.

- **Reading and Literature-** Students use strategies to connect, comprehend, interpret, analyze, evaluate, appreciate, and discuss what they have read. While students read and critically assess all literary genres, the foundation of the Phillips language arts curriculum is an emphasis on classic literature study. In addition to other readings, all students read and study required novels in class every quarter; moreover, all students complete mandatory novel studies each summer, including one reader's choice and two required novels. After school intervention is provided for those students who need additional assistance in reading.
- **Writing and Research-** Students draft, peer-edit, revise, and present a final copy of major writing assignments each quarter. Seventh and eighth grade students present final copies of literary analyses in MLA format. Additionally, all eighth grade students select, organize, and evaluate information to complete a research report using MLA format. Students complete all steps of the research process, including note taking, paraphrasing, summarizing, quoting, and documenting to avoid plagiarism. The final product, which includes a Works Cited page and in-text citations, utilizes numerous sources including databases, the internet, and print materials.
- **Vocabulary and Grammar-** Students learn new vocabulary taught in conjunction with the novels read each quarter as well as other selections read to enhance each student's literary experience. Students acquire and apply an increased vocabulary base through context clues, analogies, and synonyms and antonyms, as well as isolated studies using advanced level vocabulary books. Students demonstrate an advanced knowledge of correct grammar usage and structure through oral and written communication skills.

### **3. Mathematics:**

At Phillips, all students in each grade level are required to successfully complete an advanced math course. In the sixth grade, each student has a 7<sup>th</sup> grade advanced course which integrates the 6<sup>th</sup> and 7<sup>th</sup> grade mathematics curriculum. All seventh graders are required to complete a Pre-Algebra course with an emphasis on algebraic applications. Each eighth grade student must successfully complete a high school Honors Algebra I course in order to earn the high school credit. The focus for all mathematics classes at Phillips is a college preparatory curriculum.

Our advanced mathematics courses emphasize problem solving skills, real life math applications and the algebraic process in all concepts. The curriculum for each grade level was designed to produce a student who could successfully complete a high school level Algebra I course in the eighth grade. Each math teacher uses the cycle of instruction and research based core instruction to meet the needs of all students. Cooperative learning and peer tutoring activities are regularly used to encourage students to become collaborative learners. Reading and writing across the curriculum are incorporated throughout each course with the emphasis on word problems. Students are challenged daily through enrichment or enrichment problems of the day (EPOD). Technology rich activities are embedded throughout the curriculum with the use of the math computer lab and the Smart Boards that are used in each classroom.

Because all students must take advanced math in each grade level and there are no prerequisite criteria for placement in these classes, special care is given to provide opportunities for remediation for students who require assistance throughout the year. Guided Study is an additional math class offered daily to sixth grade students to specifically help remediate and intervene in areas where students may be deficient. For those sixth grade students who may periodically need some assistance in specific areas, MCT (Math Coaching Time) is available. For seventh and eighth grade students, ACT (Academic Coaching Time) is provided. Upon recommendation by their math teacher, students are pulled from their elective courses and placed in MCT or ACT at least once a week to work on concepts and skills which may be causing them difficulty. Finally, each math teacher provides an after school help session once a week for any student who wants or needs extra assistance on current course work.

### **4. Additional Curriculum Area:**

In an effort to support the school's mission statement, the science department implements multiple instructional strategies to best facilitate student acquisition of advanced science skills and curriculum standards. As a result, students participate in activities which accelerate their quest for academic excellence. Students are encouraged to integrate all areas of the curriculum into their science experience, and efforts are made to reach all students based on their learning style.

Phillips requires that all students complete a science project. This project requires students to follow the scientific method in an independent study to investigate and explore, in depth, a topic of their own choosing in an effort to internalize the strategies necessary for scientific inquiry. Students utilize technology for research, data analysis and interpretation. Students participate in county, regional and state science fairs, with our students receiving awards at all levels. Our Science Bowl team also competes at the state level and has finished in the top three the last four years.

In conjunction with county mandated labs, the science department strives to expose students to a variety of hands-on activities pertaining to the subject areas of physics, astronomy, biology, anatomy, chemistry, geology and environmental awareness. Students learn real life applications of content through a variety of activities, such as a trip to the University of South Alabama Medical School to view human organ systems through the use of cadavers, a study of the Dog River Watershed, Mobile Bay, the Mobile-Tensaw Delta, as well as current events related to the economical and ecological impact of the 2010 oil spill. Our science teachers spend time during the summer updating the science curriculum for the county. This involves designing labs and activities to be used by countywide, updating websites, and developing study guides and assessments in accordance with state and national standards.

## **5. Instructional Methods:**

Phillips' teachers believe in incorporating various instructional methods to meet the needs of all students. Whole group instruction is one method used prior to small group activities where the teachers become facilitators in the classrooms. Peer tutoring is another method used that has proven to be very effective with promoting academic achievement.

Technology is a major teaching tool used to enhance instruction at Phillips. Smart Boards, document cameras, Classroom Performance Systems (CPS), desktops, and laptops are used as instructional tools to enrich the teaching process.

Reading and writing across the curriculum are school-wide goals, so all teachers use various strategies to enhance these skills, including the physical education teachers. A school wide rubric was developed to use in all content areas except for language arts, which has a more detailed rubric to use for assessing writing. Consistency across the disciplines has helped students to focus on the writing process, knowing that all teachers expect the same with writing assignments.

Teachers write lyrics to teach content material as another instructional tool. This method is very popular with the students-they enjoy learning the songs and the songs promote academic achievement.

Our teachers use field trips throughout the year to enhance the learning process. Various speakers are invited to come and speak to our students. Many times, when students hear from the individuals themselves, it takes the learning to a new level.

We have two science labs that provide opportunities for our students to conduct various experiments throughout the year. These experiments allow our students to be "little scientists" preparing for the future.

Many of our students excel beyond the classroom requirements and need additional enrichment activities, so we have an enrichment lab that provides "hands on" activities that promote academic achievement. Once students complete classroom assignments, they can ask for the lab pass and spend the rest of the period on their special project. This lab has become one of the students' favorites.

In order to close the achievement gap among subgroups, we make sure our students attend the intervention support during the school day. Our intervention teachers use various teaching strategies and tools to enhance instruction.

Because students learn differently, we make a conscious effort to provide instruction that will accommodate all learning styles.

## **6. Professional Development:**

Phillips' School Action for Excellence (SAE) plan, our school improvement plan, is the driving force of our professional development. We believe systemic professional development is the key to ensuring the teachers have a repertoire of strategies to use that will enhance student achievement. Our teachers attend local, state and national conferences to gain additional knowledge of best practices to implement in their classrooms and to share with their colleagues.

Our district provides two professional development days at the beginning of each year and the activities planned during those days are technology and training based on our state assessment results. Throughout the year, teachers attend additional sessions in those areas so they feel comfortable implementing the strategies in the classroom. Teachers also attend professional development opportunities provided by our district throughout the year.

Since we are not a Title I school and we do not receive federal dollars, we must rely on grants and department fundraisers to support our professional development program. Four of our social studies teachers were able to attend a national conference this year after having a successful fundraiser. Teachers are required to share the knowledge gained from the conferences with their colleagues.

Phillips is fortunate to have excellent teachers on staff that are capable of providing our “in house” professional development. This works well for our school because the teachers know our current status and they know the goals we are trying to reach. This allows us not to waste time because many times other presenters are not sure of our program and time is wasted with them trying to assess where we are which takes time.

Job-embedded professional development is encouraged during the common planning periods and sometimes during a half day during school. We have been able to secure grants to hire substitutes for a half day and allow teachers to spend that time enhancing their skills in a job-embedded professional development session.

## **7. School Leadership:**

Phillips' leadership team is one that exhibits high expectations in a “business like” environment. Our school leadership team is comprised of a principal, who has been here for eleven years, two assistant principals, two counselors, and a number of “teacher leaders.”

The administrators believe in being organized so that everything can run smoothly. The administrators begin the year ensuring each student has a schedule and textbooks on the first day of school. Teachers are provided a yearly calendar with the scheduled activities so teachers can begin planning immediately and there are no surprises during the school year with assemblies, field trips, etc. Various bell schedules are provided so teachers have instant access to designated schedules for certain events. The administrators do a very good job protecting instructional time.

The administrators are instructional leaders as well. They attend professional development to ensure our teachers are using research based strategies. The administrators are constantly collaborating with the teachers regarding curriculum matters, daily operation and department concerns.

Our principal believes it takes all stakeholders to provide a top notch education for our students. Not only do we have high expectations for our students, but of ourselves as well.



## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: 2010 Publisher: Pearson Education, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	96	98	97	98	100
Exceeding - Level IV	66	53	57	59	78
Number of students tested	308	334	317	323	319
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	93	97	94	97	100
Exceeding - Level IV	49	48	47	45	73
Number of students tested	150	137	120	127	139
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	93	97	95	95	99
Exceeding - Level IV	44	34	42	45	68
Number of students tested	143	166	152	156	152
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	99	99	99	99	100
Exceeding - Level IV	83	72	69	72	88
Number of students tested	153	151	142	151	150
<b>NOTES:</b> *New tests are published each year for the Alabama Reading and Mathematics Test.					

11AL3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 6 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2010 Publisher: Pearson Education, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding Level IV	100	100	100	99	99
Exceeding - Level IV	93	96	96	94	92
Number of students tested	307	333	319	325	320
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding Level IV	100	100	100	98	99
Exceeding - Level IV	91	93	97	90	87
Number of students tested	151	138	121	127	140
<b>2. African American Students</b>					
Meeting - Level III, Exceeding Level IV	99	100	100	99	99
Exceeding - Level IV	87	94	95	91	87
Number of students tested	143	166	152	156	153
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding Level IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding Level IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding Level IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding Level IV	100	100	100	99	99
Exceeding - Level IV	97	97	97	97	97
Number of students tested	153	152	144	153	150
<b>NOTES:</b> *New tests are published each year for the Alabama Reading and Mathematics Test.					

11AL3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 7 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2010 Publisher: Pearson Education, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	86	81	88	87	87
Number of students tested	266	227	247	229	218
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	100	98	100	100	99
Exceeding - Level IV	80	68	82	82	91
Number of students tested	101	73	75	78	90
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	100	99	100	100	99
Exceeding - Level IV	76	73	84	82	87
Number of students tested	116	96	110	89	95
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	94	87	89	90	86
Number of students tested	133	111	123	128	113
<b>NOTES:</b> *New tests are published each year for the Alabama Reading and Mathematics Test.					

11AL3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 7 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2010 Publisher: Pearson Education, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	99
Exceeding - Level IV	95	95	96	91	91
Number of students tested	268	227	247	231	219
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	99
Exceeding - Level IV	96	93	94	85	91
Number of students tested	102	73	75	79	90
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	99
Exceeding - Level IV	93	93	95	86	90
Number of students tested	117	96	110	90	95
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	100	99	100	100	99
Exceeding - Level IV	96	97	96	95	91
Number of students tested	133	111	123	129	114
<b>NOTES:</b> *New tests are published each year for the Alabama Reading and Mathematics Test.					

11AL3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 8 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2010 Publisher: Pearson Education, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	80	93	93	88	76
Number of students tested	187	199	194	181	191
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	72	88	89	87	55
Number of students tested	58	52	52	62	51
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	65	92	90	81	61
Number of students tested	79	84	76	75	72
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	90	94	95	92	87
Number of students tested	91	101	107	97	104
<b>NOTES:</b> *New tests are published each year for the Alabama Reading and Mathematics Test.					

11AL3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 8 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2010 Publisher: Pearson Education, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	100	100	100	99	100
Exceeding - Level IV	87	86	94	85	81
Number of students tested	188	199	194	181	191
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	79	83	97	80	69
Number of students tested	58	52	52	62	51
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	78	87	88	77	66
Number of students tested	80	84	76	75	72
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	100	100	100	99	100
Exceeding - Level IV	95	87	97	90	90
Number of students tested	91	101	107	97	104
<b>NOTES:</b> *New tests are published each year for the Alabama Reading and Mathematics Test.					

11AL3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	99	99	99	99	100
Exceeding - Level IV	77	76	79	78	80
Number of students tested	761	760	758	733	728
Percent of total students tested	99	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	98	98	98	99	100
Exceeding - Level IV	67	68	73	71	73
Number of students tested	309	262	247	267	280
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	98	99	98	98	99
Exceeding - Level IV	62	66	72	69	72
Number of students tested	338	346	338	320	319
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	100
Exceeding - Level IV	89	84	84	85	87
Number of students tested	377	363	372	376	367
<b>NOTES:</b>					

11AL3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meeting - Level III, Exceeding IV	100	100	100	99	99
Exceeding - Level IV	92	92	95	90	88
Number of students tested	763	759	760	737	730
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	99	99
Exceeding - Level IV	89	90	96	85	82
Number of students tested	311	263	248	268	281
<b>2. African American Students</b>					
Meeting - Level III, Exceeding IV	100	100	100	100	99
Exceeding - Level IV	86	91	93	85	81
Number of students tested	340	346	338	321	320
<b>3. Hispanic or Latino Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Meeting - Level III, Exceeding IV	0	0	0	0	0
Exceeding - Level IV	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. White</b>					
Meeting - Level III, Exceeding IV	100	100	100	99	99
Exceeding - Level IV	96	94	97	94	93
Number of students tested	377	364	374	379	368
<b>NOTES:</b>					

11AL3